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ABSTRACT

The Vermont State Board of Education adopted new standards for its public schools in August, 1984. This guide was prepared to assist schools in preparing for, and undergoing, the school approval process, a process which is voluntary for the first two years of its implementation. Section I presents and explains the procedure in the school approval process from selection of schools through the Board's decision about approval status. Section II presents the school's responsibilities, the reporting process, and suggestions for preparation for the visiting team review. Section III of the guide is the Self-Assessment Questionnaire which deals with the following topics: school climate; graduation requirements and basic competencies; general academic requirement; subject area standards; assessment of school performance; school leadership; staff development; and facilities, health services, and school records. The responses to this instrument become the self assessment report which must be prepared and submitted in advance of the visiting team's site visit. The final section is an appendix containing suggestions for data sources which should be considered for analysis and inclusion in the self assessment report. (DWH)

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SELF-ASSESSMENT GUIDE

FOR VERMONT'S PUBLIC SCHOOL APPROVAL STANDARDS

TM 850 128

VERMONT STATE BOARD OF EDUCATION
SEPTEMBER, 1984

Vermont State Board of Education

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TABLE OF CONTENTS

		Page
INTRODUCTION TO THE PUBLIC SCHOOL APPROVAL PROCESS		1
	Organization of the Guide	2
I.	**STEPS IN THE PROCESS**	3
II.	**LOCAL SCHOOL RESPONSIBILITIES**	5
	A. The Self-Assessment Committee	5
	B. Overview of the Self-Assessment Report	5
III.	**SELF-ASSESSMENT QUESTIONNAIRE**	7
	Section (1) Climate	8
	Section (2) Graduation Requirements and Basic Competencies	8
	Section (3) General Academic Requirements	9
	Section (4) Subject Area Standards	10
	Section (5) Assessment of Student Performance	11
	Section (6) School Leadership	11
	Section (7) Staff Development	12
	Section (8) Facilities, Health Services and Student Records	12
IV.	**APPENDIX: Data Sources for Each Section of the Self-Assessment Questionnaire**	13

The "Self-Assessment Guide" is a working document that accompanies the "Standards for Approving Vermont's Public Schools." Since it is a working document, the "Self-Assessment Guide" may undergo some refinements in the next two years.

INTRODUCTION TO THE PUBLIC SCHOOL APPROVAL PROCESS

From its earliest days, Vermont has set standards for its public schools. As the times have changed, the standards have changed. In the spirit of supporting continuous renewal and improvement of Vermont's schools, the State Board began drafting a new set of standards several years ago. This process culminated in August, 1984, after several drafts and some 25 public forums, with the Board's adopting new standards for public school approval.

At the outset of its work the Board acknowledged that the eventual implementation of new standards would take several years. It had taken over a decade for the 1964 standards to reach initial fulfillment. As the Board looks forward to the implementation of the 1984 standards, it knows that it will take at least five years for significant impact to be felt.

The Board has adopted a phasing-in approach to initial implementation of the standards. In the school years 1984-85 and 1985-86, only schools that volunteer will be evaluated under the school approval process. The Board will then assess the progress of implementation and consider changes which need to be proposed.

The State Board and Education Department have four basic purposes for this effort:

1. Fulfilling the state's regulatory role in education, as spelled out in law — assuring an acceptable level of education for all students regardless of where they live.
2. Redirecting school standards to emphasize elementary, as well as secondary schooling, and to emphasize quality as well as quantity.
3. Setting in motion a mechanism for statewide school improvement through an approval system that spurs continuous educational improvement on the local level — Vermont schools can strive toward excellence, rather than focusing on minimums.
4. Promoting stronger school-community ties.

It is the intent of the Board and the Education Department that the standards provide more than just a yardstick for compliance. They are intended to stimulate school personnel to engage in reflective self-examination and to embark upon vigorous school improvement efforts. As schools plan for implementation of the standards, they will set in motion a process that includes:

1. Determining the areas in which they meet the standards and the areas in which they fall short.
2. Establishing priorities and developing timelines for meeting the standards where they do not comply.
3. Laying the groundwork for the budgeting, personnel and program decisions necessary for genuine school improvement.

The Education Department will conscientiously carry out its role of determining compliance with the standards. In addition, the Department is firmly committed to providing technical support and to helping school personnel identify resources necessary to carry out school improvement efforts detailed in corrective action plans. The Department is supporting a realistic, yet thorough, examination of all aspects of a school's educational program, through the use of school self-assessment processes, and a visiting team of evaluators. Since the visiting team members will be professionals and citizens from Vermont's educational

community, the evaluation will have a practical orientation with judgments tempered by the educational experience and knowledge of the team members.

The self-assessment report is a cornerstone for the school approval process. It will provide a complete assessment of the school program from the point of view of those who have developed and are implementing the programs. It will serve as a comprehensive introduction to the strengths and weaknesses of the school, providing a starting point for the visiting team as it begins its evaluation activities.

The development of the self-assessment process and questionnaire was governed by four general principles:

1. The self-assessment questionnaire should stimulate an investigative, analytical response from the school. Broad questions requiring analysis of evidence and synthesis of information were chosen over yes/no questions or rating scale checklists. Thus, the self-assessment report will go beyond random pieces of evidence, and will contain reflective and analytical judgments about the quality of school programs.
2. The self-assessment questionnaire should prompt school people to compile specific information and to respond directly to the items set forth in the standards. The responses to the questionnaire will constitute the body of the self-assessment report.
3. The self-assessment questionnaire and report should be arranged categorically, with related areas of the standards reviewed together, in order to reduce unnecessary duplication. The eight categories (sections) are school climate, graduation requirements and basic competencies, general academic requirements, subject area standards, assessment of student progress, school leadership, staff development, and facilities and health services.
4. The self-assessment report should inform two audiences — the school community itself and the visiting team. Therefore, each section of the report will be summarized with a statement regarding changes needed in the school program.

Organization of the Guide

This Guide has been prepared to assist schools in preparing for and undergoing the school approval process.

Section I of the Guide presents and explains the steps in the school approval process beginning with the selection of schools and ending with the State Board of Education decision about approval status.

Section II of the Guide presents and discusses the school's responsibility, the reporting process and suggestions for preparing for visiting team review.

Section III of the Guide is the Self-Assessment Questionnaire. Responses to the questionnaire become the self-assessment report, which must be prepared and submitted 60 days in advance of the visiting team's site visit.

Section IV of the Guide is an Appendix containing suggestions for data sources which should be considered for analysis and inclusion in the self-assessment report.

I. STEPS IN THE PROCESS

A. Schools are selected and notified.

In the school years 1984-85 and 1985-86, only schools that volunteer will be evaluated under the school approval process. The State Board of Education will assess the progress of implementing the rules at the end of the 1985-86 school year to consider changes that need to be proposed.

For the 1984-85 school year, 32 schools were selected and notified in June, 1984. For the 1985-86 school year, 40-45 schools will be selected and notified by the Spring, 1985.

B. A State Department of Education staff member is assigned.

The State Department staff member will serve as liaison between the Department of Education, the school, and visiting team members. He or she will orient school personnel to the process and provide the following assistance:

- advising on the make-up and responsibilities of a local self-assessment committee,
- suggesting communication strategies between and among school personnel, state department, and visiting team members,
- advising the self-assessment committee on its data collection, analyses, and reporting processes,
- answering questions and clarifying intents of the self-assessment questionnaire and the standards,
- collecting and forwarding data contained in Department records to be included in the self-assessment report (e.g., summaries of the certification status of school personnel).

C. Visiting team is appointed by the Commissioner in consultation with the Superintendent.

The visiting team will consist of 4-5 evaluators who have experience and knowledge within the context of Vermont schools and the greater educational community. The team may include administrators, teachers, community members, school board members, and/or professors of education in institutions of higher education.

The State Department staff member will serve as liaison to the team but does not contribute to the report.

Some schools may wish to undergo both the New England Association of Schools and Colleges accreditation and Public School Approval processes simultaneously. The Department staff member will assist school personnel and visiting team members in coordinating both processes, thereby reducing duplication of effort.

D. School completes self-assessment report, and submits it to the State Department 60 days before the site visit.

Section III: Self-Assessment Questionnaire contains a detailed discussion of the data gathering and reporting process.

For schools also undergoing New England Association of Schools and Colleges accreditation, the data gathering and analysis activities can serve both processes. School personnel should consult the Department staff member for guidance on coordinated New England Association of Schools and Colleges/Public School Approval report completion requirements.

E. Visiting team reviews self-assessment report, and visits the school.

The team will arrange to visit the school sometime between February and May for several days. The length of their visit will depend on the size and complexity of the school and its programs.

While visiting the school, the visiting team members will engage in further examination of the school program based upon the preliminary information provided in the self-assessment report. In addition, team members will observe classes, interview school and community people, and examine the facilities.

The visiting team is charged with collecting information and evidence for the purpose of reaching conclusions regarding compliance with the standards. If it feels that certain aspects of the program are not in compliance, it will propose a course of corrective action and provide justification for its recommendations.

The school can expect that the visiting team Chairperson will provide an informal overview of the team's conclusions before leaving the site.

F. Visiting team submits report simultaneously to the Commissioner and the school, addressing all areas of the standards, recommending approval status and proposing a course of corrective action within 30 days of its visit.

G. School responds to the visiting team's report within 45 days of receiving the report. The school may request a hearing with the Commissioner or his/her designee within 30 days of receiving the report.

The school must respond in writing to the Commissioner. The school's response acknowledges receipt of the visiting team report, and may contain additional points such as corrections to simple errors in the report, offering additional data or justifications.

If the school wishes to request a hearing with the Commissioner, it should do so within 30 days, clearly identifying the issues it wishes to have reviewed.

The Commissioner will communicate a decision to recommend approval or to require a plan of corrective action in a letter to the school. If a corrective action plan is required, each area of the standards to be addressed will be identified.

H. If the school does not meet the standards, the school files a proposed plan of corrective action within 45 days of the Commissioner's decision.

The Corrective Action plan responds to each area of non-compliance, and includes the specific remedial actions to be taken, with timelines for implementation.

I. The Commissioner recommends approval status.

The Commissioner may recommend:

- *Approved* — if the school is in compliance with the standards.
- *Approved with conditions* — if the school is not in compliance with the standards but has filed an acceptable plan of corrective action.
- *Not approved* — if the school has not filed an acceptable plan of corrective action.

The school may request a hearing before the State Board when its status is being considered. The Board will vote to approve for up to 10 years; to approve with conditions; or not to approve.

Approved schools (with or without conditions) are eligible for state aid.

J. If a plan of corrective action is filed, the school will implement it. Periodically, State Department staff will monitor the fulfillment of the plan. The school files an annual report with the State Department.

In concert with its commitment to statewide school improvement, Department monitoring will focus on providing technical assistance and identifying available and appropriate resources necessary to carry out the corrective action plan.

II. LOCAL SCHOOL RESPONSIBILITY

A. The Self-Assessment Committee.

A representative group should be formed to carry out the tasks involved in completing the self-assessment questionnaire and report. The committee should be appointed or selected immediately after the school has been scheduled for evaluation. Parents, community members, and students should be involved throughout the study. *Every school staff member should help to complete at least one evaluation task.* In small schools or because of special interests some faculty members may need to be involved in more than one evaluation task. The principal and members of the self-assessment committee should determine how the interests of the school community can best be served, as well as the skills and commitments required by the task.

The self-assessment committee will have primary responsibility for planning and guiding the entire self-assessment of the school including:

1. Naming those responsible for completing all self-assessment tasks;
2. Setting up a time schedule for the self-assessment;
3. Establishing methods and schedules for completion of all sections of the self-assessment report;
4. Securing material, supplies, clerical support and other resources to conduct the self-assessment;
5. Coordinating the work of all those assigned tasks in the self-assessment; and
6. Editing report sections for presentation to the full faculty, and submission to the Department of Education.

B. Overview of the Self-Assessment Report.

Each section of the report represents an important part of a school self-assessment process. The school must conduct a thorough data collection, analysis and self-examination in response to each item on the questionnaire. (See Section IV of this Guide for the self-assessment questionnaire.)

(1) *Climate* reflects information about the environment, human relations, purposes of the school, and equality of opportunities for students.

(2) *Graduation Requirements and Basic Competencies* reflects information on course sequences in each curriculum area which satisfy graduation and promotion requirements. This section also asks for information on the relative success rates of various student groups within the school.

(3) *General Academic Requirements* reflects an overview of the total educational program. The primary focus is on the coordination, responsiveness, and evaluation of the curriculum, and its relationship to staff preparation and assignments.

(4) *Subject Area Standards* reflects information on each area in which courses and/or programs are offered in the school. For each subject and/or program area, data will be collected on the goals, organization, student performance standards, program specifications, scope and sequence of concepts, skills and content, and facilities and equipment. This section will form the bulk of the self-assessment report, since each item on the questionnaire must be responded to for *each* curricular and support program area.

(5) *Assessment of Student Performance* reflects information on the student assessment measures and the relative success rates of various student groups.

(6) *School Leadership* reflects information on responsibilities and effectiveness of school leadership.

(7) *Staff Development* reflects information on the opportunities, characteristics and relative effectiveness of staff development activities in the school.

(8) *Facilities and Health Services* reflects information on the characteristics and adequacy of facilities, health services, and record keeping systems.

III. SELF-ASSESSMENT QUESTIONNAIRE AND REPORT

The self-assessment report should follow the outline provided in the Questionnaire, and should include an explicit response to each item on the Questionnaire, including the Summary statements for each program area. Responses should go beyond statements of policy, and include specific evidence of implementation and results. Be sure to respond to each Subject Area Standard in which there is a program offered at your school.

You may need to refer to the standards in order to make responses which relate directly to the intent of the standard.

Refer to the Appendix lists for suggestions on data to collect, analyze, and include as bases for responses to items on the self-assessment questionnaire.

Self-Assessment Questionnaire

PROGRAM AREAS

(1) SCHOOL CLIMATE (2140)

(2) GRADUATION REQUIREMENTS AND BASIC COMPETENCIES
(2150 and Student Performance Subsections of 2160)

(3) GENERAL ACADEMIC REQUIREMENTS (2130)

(4) SUBJECT AREA STANDARDS (2160)

1. Kindergarten (2160.1)
2. English language arts (2160.2)
3. Mathematics (2160.3)
4. Science (2160.4)
5. Social Studies (2160.5)
6. The Arts (2160.6)
7. Second Language (2160.7)
8. Health Education (2160.8)
9. Physical Education (2160.9)
10. Home Economics (2160.10.1)
11. Industrial Arts (2160.10.2)
12. Business Education (2160.11)
13. Vocational-Technical Education (2160.12)
14. Computer Study (2160.13)
15. Traffic Safety and Driver Education (2160.14)
16. Library-Media (2160.15)
17. Guidance (2160.16)
18. Co-Curricular/Extracurricular Activities (2160.17)
19. Special Education (2160.18)
20. Compensatory Education (2160.19)

(5) ASSESSMENT OF STUDENT PERFORMANCE (2170)

(6) SCHOOL LEADERSHIP (2181)

(7) STAFF DEVELOPMENT (2182)

(8) FACILITIES, HEALTH SERVICES AND STUDENT RECORDS (2190)

The numbers included here are part of the numbered reference system used in the Vermont State Board of Education's "Manual of Rules and Practices." In this manual, the number series 2100-2200 deals with the approval of public schools. All superintendents have copies of this manual and receive copies of all revisions.

(1) SCHOOL CLIMATE
(Standard 2140)

1. Provide evidence that the school is a bright and inviting place, characterized by positive human relations between staff and students as well as school and community.
2. Provide evidence that the central purpose of the school's programs is the intellectual development of students.
3. Provide evidence that the school informs students of its expectations and of their rights and responsibilities.
4. By citing actions taken prior to this self-assessment, show how the school is moving closer to ensuring that the content and presentation of all programs are free of bias and stereotyping in terms of age, sex, race, religion, national origin, or handicapping condition.
5. Show how the items set forth in Standard 2140, School Climate, are reviewed and how the results of the reviews have been used to improve the school.

Summary

Summarize and explain any changes needed to meet the standards related to school climate.

(2) GRADUATION REQUIREMENTS AND BASIC COMPETENCIES*
(Standard 2150 and Student Performance subsections of 2160)

1. GRADES 9-12 ONLY: Show the possible course sequences by which students can satisfy the graduation requirements in the curriculum areas as set forth in Standards 2150 and 2160 (Student Performance subsections).
2. GRADES K-8 ONLY: Describe promotion requirements and how they guarantee mastery of the Basic Competencies by the end of the 8th grade.
3. Document the success rates of various student groups within the school in meeting promotion and/or graduation requirements. (Categories of student groups which might be considered include handicapped, gender, national origin, socio-economic, vocational, and general or non-college bound.) Describe any limitations that specific student groups face in meeting the graduation or promotion requirements.

Summary

Summarize and explain any changes needed to meet the standards related to graduation requirements or basic competencies.

* *Given that the changes in Basic Competency and Graduation requirements do not take effect until 1989, the self-assessment report should reflect the planning steps taken by the school to meet the requirements by then.*

(3) GENERAL ACADEMIC REQUIREMENTS (Standard 2130)

Coordination:

1. Explain how you coordinate the school's curriculum with that of sending and receiving schools. (Include specific reference to the Basic Competencies.)
2. Explain how you ensure that instruction (methodology and materials) follows an explicit written scope and sequence for concepts, skills, and content in these areas: English language arts, mathematics, science, social studies, the arts, health and physical education.
3. Give evidence of interdisciplinary work among and between English language arts, science, mathematics, social studies, and the arts.
4. Explain how oral and written communication skills are developed throughout the curriculum.
5. ELEMENTARY ONLY: Illustrate the balance in your overall program to show that at least one-half of the teaching focuses on science, social studies, the arts, health and physical education.
6. SECONDARY ONLY: Identify the professional(s) who have been designated to coordinate and articulate the school curriculum, to supervise instruction, to review and revise the curriculum, and to plan for staff development in the following departments: English language arts, mathematics, science, social studies, music, art, and second language. Indicate any areas of weakness in the present situation as it is defined and/or performed.

Responsiveness:

7. Explain how your educational program provides a "genuine opportunity" for all students to participate in learning programs. Include:
   a. evidence of enrichment and challenge;
   b. evidence of instructional accommodations or a parallel or modified curriculum (including ESL or Multi-Year Plans for Basic Competencies); and
   c. evidence of opportunity to attend vocational school.
8. Explain how the Basic Competencies are integrated into the educational program so that students attain mastery by the end of grade 8. Include a description of practices for monitoring progress on an annual basis leading to grade 8.
9. FOR GRADES 9-12 ONLY: Describe the provisions that exist to assess out-of-state transfers in the Basic Competencies and to provide instruction that leads to mastery prior to graduation.

Evaluation:

10. By citing actions taken prior to this self-assessment, show how curriculum has been developed, evaluated, and revised in response to student performance.

Staff Preparation and Assignment:

11. Provide data on the following:

    a. the number of full-time equivalent teachers, instructional aides, and support service staff.

    b. the certification(s), endorsement(s) and status, and assignment(s) of each teacher and professional staff member.

    c. ELEMENTARY ONLY: Provide evidence that the student-teacher ratio for K-3 classes, when taken together, has averaged no more than 20 students, except where instructional aides or specialist tutors are used to compensate for a higher ratio.

    Provide evidence that the student-teacher ratio for 4-6 classes, when taken together, has averaged no more than 25 students, except where instructional aides or specialist tutors are used to compensate for a higher ratio.

    d. SECONDARY ONLY: Provide evidence that total class rolls in English language arts have not averaged more than 100 students per teacher.

    Provide evidence that total class rolls in areas other than English language arts have not averaged more than 150 students per teacher.

    Provide evidence that counselor caseload has not exceeded 300 students per counselor.

Summary

Summarize and explain any changes needed to meet the standards related to the following categories:

- Curriculum Coordination;
- Responsiveness to Student Needs;
- Evaluation of Curriculum; and
- Staff Preparation and Assignment.

(4) SUBJECT AREA STANDARDS (Standards 2160.1 - 2160.19)

Prepare a separate but very succinct response to each item below for each subject area and/or program included in the Standards.

1. Prepare a description of your subject area or program which identifies:

    a. the goals, conditions, or products which are sought in each of the programs or subject areas;

    b. the organization of the program or subject area (i.e., staff, schedule, and use of materials);

    c. the scope and sequence for concepts, skills, and content; and

    d. the manner in which equipment and facilities support the program or subject area.

2. Give evidence that the school meets the appropriate Program Specifications, i.e., elementary, secondary, and/or support services.
3. Give evidence that the school meets the Student Performance standards in each area. Show how information on student performance has been used to develop and/or modify curriculum to assure that students meet these standards.

Summary

Summarize and explain any changes needed to meet the standards related to each subject area or program.

(5) ASSESSMENT OF STUDENT PERFORMANCE (Standard 2170)

1. List the means used to assess student performance.
2. Give evidence that the school's assessment of student performance is appropriate to the curriculum and overall purpose of the school.
3. Indicate how the different success rates of various groups within the school are considered during periodic reviews of student achievement. (Examples of student groups to be considered include handicapped, vocational, gender, national origin, socio-economic status, and general or non-college bound.)
4. Provide a summary of student assessment results. Indicate how this information has been provided to the public that the school serves.

Summary

Summarize and explain any changes needed to meet the standards related to assessment of student performance.

(6) SCHOOL LEADERSHIP (Standard 2181)

1. Provide examples to illustrate how the actions of the principal/director meet the specifications of the standards. In schools with fewer than 10 full-time equivalent teachers, indicate how the designated supervisory staff fulfill the Program Specifications.
2. Explain whether or not the amount of time allocated to carry out the duties of principal/director is sufficient.

Summary

Summarize and explain any changes needed to meet the standards related to school leadership.

(7) STAFF DEVELOPMENT
(Standard 2182)

1. Give evidence that staff members obtain professional development each year.
2. Describe how your school's approach to staff development meets the specifications under the Standard for Staff Development.
3. Provide evidence that the staff development program has positively affected the instruction of students.

Summary

Summarize and explain any changes needed to meet the standards related to the school's staff development program.

(8) FACILITIES, HEALTH SERVICES AND STUDENT RECORDS
(Standard 2190)

Facilities

1. Describe the extent to which the facilities and their operation comply with state health and safety standards and the architectural barriers code.
2. To what extent do the following types of space meet the criteria set forth in the standard?
   a. classrooms
   b. rooms for administrative and pupil services
   c. ancillary instructional spaces
3. To what extent do the school facilities otherwise satisfy the criteria of the standards?

Health Services

4. Describe the extent to which the school health services meet the general standard.
5. To what extent does the health services program meet the program's specifications?

Student Records

6. Has the school board adopted a written policy on procedures for educational records for the school district? To what extent are the adopted policy and procedures being implemented?

Summary

Summarize and explain any changes needed to meet the standards related to facilities and health services.

IV. APPENDIX — Suggested Data Sources For Each Section of the Self-Assessment Questionnaire.

NOTE: The lists which follow offer suggestions regarding appropriate data sources for each section of the questionnaire. They are intended *only* as suggestions and examples. They do not include everything that should be considered, nor are they required to be included. The lists are simply intended to provide a catalyst for the self-assessment committee's data gathering and analysis. You may also wish to use these lists as prompts for materials to assemble or make available for the visiting team.

SCHOOL CLIMATE

- Annual school climate review
- Reports on the condition and well-being of the school
- Effective schools' component on school climate
- Annual report from the Superintendent and the school to the town
- Civil rights reports/reviews
- Class enrollment data
- Handicap access data/architectural barriers review data
- Graduate/follow-up studies
- Volunteer and community group and school club reports on the school
- Community surveys
- Information about cooperative programs
- Principal's photograph album of the school
- Newspaper clippings about the school
- Parents' newsletter
- School yearbooks
- Student newspapers
- Other student publications
- Field trips
- Minutes/reports from Advisory Councils

GRADUATION REQUIREMENTS AND BASIC COMPETENCIES

- School board policy handbook
- Program of study
- Basic Competency report
- Student handbook
- School board minutes
- Scope and sequences
- Master schedule
- Program evaluation reports

GENERAL ACADEMIC REQUIREMENTS

- Program of study
- Sending/receiving school correspondence and meeting schedules
- Scope and sequences
- Data on *actual* participation rates of students in different programs
- Basic Competency report
- Basic Competency maintenance in high school
- Multi-year plans
- Curriculum evaluation reports

- Staff assignment/student rosters/teacher-student ratios
- Classroom schedules
- Certification information
- Chapter 2 application
- Student handbook
- Core and supplemental instructional materials
- Lesson plans that demonstrate interdisciplinary work
- Student rosters

SUBJECT AREA STANDARDS

- Scope and sequence charts for concepts, skills, and content
- Course sequences
- Core and supplemental instructional materials
- Schedules, teaching assignments, & class loads
- Examples of incorporation of library media skills
- Annual Chapter 1 application
- Special Education program review and monitoring reports
- Support program descriptions
- State vocational-technical education evaluation
- Field trip and supplemental activities outside the classroom
- Staff teaching assignments/certification
- Philosophy and policies for library media center
- Policy and procedures handbook
- Curriculum guides
- Plan books — sample lesson plans
- IEPs
- Student folders/evidence of student work
- Samples of textbooks
- Library media center collection/purchase orders
- Job descriptions

ASSESSMENT OF STUDENT PERFORMANCE

- Student permanent education records
- Testing records
- Annual student assessment report
- Vocational competency achievement data
- Basic Competency report
- Procedures for subject area assessment
- Test selection committee reports
- Informal individual progress monitoring procedures and results
- School philosophy/local design statement
- Follow-up studies
- Promotion and retention rates
- Chapter 1 annual evaluation report
- Portfolio of student work
- Aggregation and analyses of student performance regarding specific student groups.

SCHOOL LEADERSHIP

- Principal/director's job description
- School policies
- Staff schedules

- Coordination with sending and receiving schools
- Communication between school, students, parents, and community
- Plan for staff evaluation
- Tools for supervision and evaluation
- Samples of teacher evaluations
- Job descriptions of other key personnel

STAFF DEVELOPMENT

- Staff development/inservice plan(s)
- Chapter 2 plan
- Descriptions of inservice activities
- Needs assessment data
- Long and short-range staff development goals
- Staff involvement in planning
- Mainstreaming data
- Listing of professional library holdings
- Lists of courses/workshops in which teachers have participated

FACILITIES, HEALTH SERVICES AND STUDENT RECORDS

- State and local facility inspection reports
- Schedule of building use
- Board policy pertaining to facilities
- Facility improvement plans
- Floor plan of the building
- Student health records
- Health services policies
- Student Records
- Board policy pertaining to student records

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